COMPARISON OF SELECTED PSYCHOLOGICAL AND SOCIOLOGICAL ATTRIBUTES OF COACHES AND PHYSICAL EDUCATION TEACHERS OF CENTRAL INDIA

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CERTIFICATE

I hereby declare that the synopsis "***COMPARISON OF SELECTED PSYCHOLOGICAL AND SOCIOLOGICAL ATTRIBUTES OF COACHES AND PHYSICAL EDUCATION TEACHERS OF CENTRAL INDIA***" being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in Physical Education under the Physical Education Pedagogy department of Lakshmibai National Institute of Physical Education, Gwalior (M.P.) during the academic year 2021-2022. It is a bona fide record of original work carried out under the supervision of Dr. Dilip Tirkey. It has not been submitted in whole or in part to any other university or institution for a degree or diploma.

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ABSTRACT

This comparative study investigates the psychological and sociological attributes of coaches and physical education (PE) teachers in Central India. Employing the 16 Personality Factor (16PF) questionnaire and sociological assessments, the research examines differences in personality traits, organisational climate, and job satisfaction between the two groups. Findings indicate that PE teachers exhibit higher openness to change (Factor Q1), suggesting a greater receptivity to new experiences, while coaches demonstrate higher levels of relaxation (Factor Q4), reflecting a more composed demeanour. No significant differences were observed in self-control (Factor Q3) and group orientation (Factor Q2) between the groups. Sociologically, PE teachers in Kendriya Vidyalayas and public schools reported a more positive organisational climate compared to those in government schools, highlighting the influence of institutional settings on professional experiences. Additionally, variations in job satisfaction levels were noted, influenced by individual personality dimensions. These insights underscore the importance of considering both psychological and sociological factors in developing targeted interventions and professional development programs tailored to the distinct needs of coaches and PE teachers in Central India.

CHAPTER-I

INTRODUCTION

Now days, in the world every single person wants to be physically fit and healthy. But they do not know the correct way to get fit and healthy because they do not understand the relation between the physical fitness, sports, and the physical education. Generally physical education considered as the management of leisure time for fun and recreation but its more than that. Overall development of child personality is mainly in the hands of physical education teacher. Physical education teacher always be a role model of their students. so, the physical education teacher should be professionally qualified, professionally, and socially adjustable, and psychologically stable. In 1882 Indian education commission recommended physical training for the encouragement of native games for youth of India. In 1920 YMCA college of physical education Madras founded by Mr H.C Buck. He was the father of physical education in India. Today's academic proficiency is playing a dominant role during professional career. But only academic qualifications are not enough to survive in the education system as a professional. Thousands of aspirants are completed their professional degree every year to get job in educational institute, universities, colleges, and schools. But only few candidates are getting chance to work in prestigious educational institute.

In India everyone wants to get government job in priority but it's difficult because there are so many limitations like, qualifications, age-restrictions, and proper implementation of reservation-system, vacant seats availability, and changes in government policies, family business, etc In the field of physical education an aspirant can take professional degree like B.P.Ed., B.P.E.S., M.P.Ed. & Ph.D. to be a professional Physical Education teacher. These courses are run by some prestigious universities and institutions like LNIPE Gwalior, Savitri Bai Phule Pune university, LPU Chandigarh etc. In the field of sports, quality coaches are required at the elite level and professional coaches. Sports coaches are also works in government & private sports associations like, SAI, Sports and Youth welfare department, BCCI etc. For the quality coaches training there are some institutes are offered professional courses like, Diploma in Sports Coaching, Msc.in Sports Coaching, and Certificate in Sports Coaching. NSNIS Patiala & Kolkata, LNIPE Gwalior, are famous institutes who offer these courses. After the completion of sports coaching professional courses aspirants can join private and government sports organizations. These all kind of private and government sports

agencies is responsible for the overall sports culture in the country. The professional sports coaches and physical education teacher has different responsibilities. The aim of sports coaching is to prepare athlete for the sports competition and aim of physical education teacher is to teach sports at the beginner level at school, colleges. Physical education teacher is the only professional who identifies the talent for sports at the primary, middle, and secondary level of education. When the child decides to play or make career in sports, he needs professional sports coaching or advance sports training then the role of sports coaches are dominant at that time.

In the professional career of sportsman, role of his/her coach are always remarkable. A coach is responsible for the overall sports career of his athlete. Success and failure both are equal responsibility of coach and player. As we discuss earlier in this topic there will be some differences in the private and government professionals. In this study researcher will compare psychological variables such as; motivation, happiness, and teacher professional adjustment and also sociological attributes of private and government coaches and physical education teachers. Henry Brook Adams said that "A teacher affects eternity. They can never tell where their influence ever stops. The term motivation is derived from the Latin word movere meaning to move (Kretiner,1998). Motivation is the positive change in mental and physical activities that are targeted towards achievement. (Mitchell, 1982). Motivation in an internal state which energies us to achieve something and to complete a task. Motivation can be of many types' achievement motivation, competency motivation, and power motivation. Motivated behaviour is usually goal oriented and the goal may be associated with a drive such as hunger or thirst.

Happiness is an emotional state characterized by feelings of joy, satisfaction, contentment, and fulfilment. A teacher and sports coach should be happy or happiness should be a part of professional career which affects his/her personal life also. Happiness is a positive emotion and it's a state of well-being. It is the degree to which an individual judges the overall quality of his own life as a whole favourably. Psychologists use the term 'adjustment' for varying conditions of social or interpersonal relations in the society. Thus, one sees that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to which the individual has to react. Lack of moral influence, Professional freedom, Academic scholarship and economic security are some major cause of Professional adjustment problems for teachers. A well-adjusted Teacher with dedication, a free mind will understand and work according to their responsibility. Professionally competent teachers depend on some factors where the levels of adjustment present in the school environment. Building habits of meeting the different challenges in their

profession in a desired manner is called as the professional adjustment. Hence this study has excess need and importance.

STATEMENT OF THE PROBLEM

To purpose of the study is to compare selected psychological and sociological attributes of physical education teachers and sports coaches of Central India.

OBJECTIVE OF THE STUDY

1. To investigate a comparative analysis of happiness between physical education teachers and sports coaches from Government and Private Organizations of Central India.
2. To investigate a comparative analysis of job satisfaction between physical education teachers and sports coaches from Government and Private Organizations of Central India.
3. To investigate a comparative analysis of occupational stress between physical education teachers and sports coaches from Government and Private Organizations of Central India.
4. To investigate a comparative analysis of social adjustment between physical education teachers and sports coaches from Government and Private Organizations of Central India.
5. To investigate a comparative analysis of social intelligence between physical education teachers and sports coaches from Government and Private Organizations of Central India.

DELIMITATIONS

1. The study is delimited to coaches of government sports academies.
2. The study is delimited to coaches of private sports academies.
3. The study is delimited to physical education teachers of government schools.
4. The study is delimited to physical education teachers of private schools.
5. The study is delimited to schools of Central India only.
6. The study is delimited to sports academies of Central India only.

LIMITATIONS

1. Casual participants may have different motivations, interests, or levels of commitment compared to individuals who actively choose to participate in the study. This can introduce bias into the results. Thus, Causal participation while giving responses to questionnaires might be considered as a limitation of the study.
2. Participants' mood at the time of responding to a questionnaire can impact their answers. If participants are in a negative or positive mood, it may affect how they perceive and respond to the questionnaire items, leading to biased results. The general mood and environment factors at the time of responding to the questionnaire might be considered as a limitation of the study.

HYPOTHESIS

Based on literature reviewed, available research findings, expert guidance, and scholar's own understanding, it was hypothesized that:

1. There will be a significant difference in happiness between physical education teachers and sports coaches from Government and Private Organizations of Central India.
2. There will be a significant difference in job satisfaction between physical education teachers and sports coaches from Government and Private Organizations of Central India.
3. There will be a significant difference in occupational stress between physical education teachers and sports coaches from Government and Private Organizations of Central India.
4. There will be a significant difference in social adjustment between physical education teachers and sports coaches from Government and Private Organizations of Central India.
5. There will be a significant difference in social intelligence between physical education teachers and sports coaches from Government and Private Organizations of Central India.

SIGNIFICANCE OF THE STUDY

The significance of this study lies in its potential to provide valuable insights into the psychological well-being, job satisfaction, occupational stress, social adjustment, and social

intelligence of physical education teachers and sports coaches in both government and private organizations within Central India. This research is particularly important for several reasons:

1. Enhanced Understanding of Well-being: By conducting a comparative analysis of happiness among physical education teachers and sports coaches, this study aims to reveal the factors that contribute to their overall well-being. Understanding these factors can help in developing strategies to enhance the happiness and satisfaction levels of these professionals, which in turn can improve their performance and commitment.
2. Improved Job Satisfaction: Job satisfaction is crucial for the retention and effectiveness of employees. This study will investigate the differences in job satisfaction between physical education teachers and sports coaches in different organizational settings. The findings can inform policymakers and administrators about the areas that need improvement to increase job satisfaction, thereby reducing turnover rates and enhancing job performance.
3. Addressing Occupational Stress: Occupational stress is a significant concern in the education and sports sectors. By comparing the levels of stress experienced by physical education teachers and sports coaches, this research can identify the primary sources of stress in these professions. This knowledge can lead to the development of targeted interventions and support systems to reduce stress and promote a healthier work environment.
4. Facilitating Social Adjustment: The ability to adjust socially is important for maintaining a harmonious work environment and ensuring effective teamwork. This study will explore the social adjustment capabilities of physical education teachers and sports coaches, providing insights into how they interact with colleagues, students, and other stakeholders. The results can guide training programs aimed at improving social skills and fostering a supportive work culture.
5. Enhancing Social Intelligence: Social intelligence involves the capacity to understand and manage interpersonal relationships effectively. By comparing the social intelligence of physical education teachers and sports coaches, this study can highlight the strengths and areas for development in their interpersonal skills. This information can be used to design professional development programs that enhance social intelligence, leading to better communication and collaboration.

6. Policy and Practice Implications: The comparative analysis between government and private organizations will offer a nuanced understanding of how different organizational contexts influence the psychological aspects of physical education teachers and sports coaches. The findings can inform policy decisions and organizational practices aimed at creating a more supportive and conducive work environment for these professionals.
7. Contribution to Academic Literature: This study will contribute to the existing body of knowledge by providing empirical data on the psychological aspects of physical education teachers and sports coaches in Central India. It will fill gaps in the literature and serve as a reference for future research in this area.
8. Empowerment of Educators and Coaches: By shedding light on the challenges and opportunities faced by physical education teachers and sports coaches, this research can empower these professionals with the knowledge and tools they need to improve their work experiences and overall well-being.

CHAPTER- II
REVIEW OF THE RELATED LITERATURE

Rizvi, n.d. Region-wise professional adjustment status of teachers was examined by the investigator on a sample of 792 teachers. Teachers have been classified into two categories viz. Rural and Urban. To evaluate the status of professional adjustment of teachers, a tool viz. "Manual on Teachers Professional Adjustment" was used which was prepared and standardized by the investigator. The reliability and validity of the tool were found 0.89 and 0.66 respectively.

Prajapati & Patel, (2020) The present study was carried on Happiness among College students in Engineering and Science colleges Students of Ahmadabad city. In the present investigation the sample was selected randomly (Lottery method) from the College students Studding in Engineering and science colleges in Ahmadabad city. The total sample of the college students is 120 (60 male and 60 female college students). Collection of data was carried out with the help of Spiritual Belief scale. For analysis of data 'F' test was used.

Saleem et al., n.d. The current study aims to explain innovative workplace behaviour, motivation level, and perceived stress among healthcare employees. The sample of one hundred (N =100) doctors from Sheikh Zaid Hospital Rahim Yar Khan were recruited conveniently (M 50; F 50). Three highly valid instruments were employed; Perceived Stress Scale (PSS), Motivation Questionnaire (MQ), and Innovative Work Scale (IWS). Quantitative cross-sectional research design was applied. Data were tabulated through SPSS (21.0.). Statistical techniques; mean, standard deviation, regression, and chi-square were used to test the hypotheses. The results depict there is a significant inverse relationship between perceived stress and motivation. Likewise, significant but inverse relationship exists between perceived stress and innovative workplace behaviour of doctors. Conclusively, study proves the potential negative effect of perceived stress on motivation and innovative work behaviour among health care employees. Future avenues and limitations of current study are also cordoned off.

Kumar & Reddy, 2019 Nano catalysts and their integration into biomass have gained importance over the past few years. This research gave insights on impregnation of Ni salts in bagasse and mosambi peels with the variation of pH at 30 °C for 48 h. The highest loading was attained at pH 6.5 for bagasse and 5.2 for mosambi peels. The impregnated metal biomass 6

samples were subjected to in situ hydrothermal gasification over the temperature range 300–500 °C. The transition of Ni2+ to metal nickel nanoparticles during in situ hydrothermal treatment was confirmed by X-ray diffraction and X-ray photoelectron spectroscopy. Maximum yields of H2, 13.82 mmol/g of bagasse and 9.52 mmol/g of mosambi peel, were attained at the operated temperature of 500 °C and 1:8 biomass to water ratio with carbon gasification efficiency approaching 73.7 and 60.6% for bagasse and mosambi peels, respectively. The performance of hydrothermal gasification of impregnated biomass was compared with Raney Ni and washed samples at the above operated supercritical temperature and biomass to water ratio. The results conveyed that in situ gasification of Ni2+ impregnated biomass enhanced not only H2 yields but also improved overall gas yields contributing to the carbon gasification efficiency of both feedstocks.

Sharma and Nigam (2015) studied to compare the personality traits of coaches and physical education teachers in the Central region of India that they were studying. The results of their investigation found that there were considerable disparities between the two groups, with physical education teachers exhibiting lower levels of intelligence and abstract thinking in comparison to coaches. As a result of this gap, it appears that coaches may have a greater ability for inventive thinking and complicated problem-solving, which may have an effect on how well they are able to guide and motivate players. A t-test was utilized by the researchers in order to ascertain the significance of these changes and to investigate the connection between personality characteristics and professional conduct. The fact that the research relied on a single questionnaire, on the other hand, restricts the extent to which its findings are comprehensive. According to Sharma and Nigam (2015), the authors propose that future research could benefit from the utilization of a wide range of assessment instruments. This would allow for a more nuanced and comprehensive understanding of the personality traits that are pertinent to both coaches and PE instructors, thereby providing a more in-depth understanding of their respective professional capacities.

Lupu (2017) conducted research in the field of physical education to explore the psychological aspects of the interactions that exist between their students and their instructors. The application of sociometry, which is a tool for researching human connections, allowed Lupu to discover complex social dynamics that were prevalent inside collective courses and representative sports teams at the time. The study emphasized the occurrence of antipathies, which are instances in which students have a mutual hatred for one another, as well as disputes,

particularly among male students. Reciprocal sympathies, on the other hand, are instances in which students have a mutual like for one another. These findings shed light on the intricate social interactions that take place in settings that are associated with physical education. These interactions have the potential to profoundly impact both the learning environment and the experiences that students have. On the other hand, the fact that the study was conducted with male students may not have adequately represented the complete range of psychosocial relationships that might occur in physical education classes. According to Lupu (2017), future research should strive to include a sample that is more gender-balanced in order to give a thorough knowledge of the dynamics that exist between students and instructors across a variety of demographics. This will ultimately result in an increase in the generalizability of the observations.

Valero et al. (2022) studied among Spanish physical education teachers. As a result of their research, they discovered that the subscales of emotional weariness and self-satisfaction of the individual had the highest scores for burnout syndrome. This suggests that these instructors frequently had feelings of emotional exhaustion, but they also found personal fulfillment in their work. A non-experimental, descriptive, comparative, and correlational research strategy was utilized in this study in order to identify connections between gender, socio-occupational situations, and the psychological states that were being investigated. The non-experimental character of the study makes it difficult to draw any conclusions regarding the causal linkages between the variables being studied, despite the fact that it provides useful insights. To provide more conclusive evidence on the efficacy of interventions aimed at reducing burnout and enhancing resilience among physical education teachers, the authors suggest that future research should use experimental designs (Valero et al., 2022). This would result in an improvement in the teachers' occupational health as well as their overall job satisfaction.

CHAPTER III
RESEARCH METHODOLOGY

SELECTION OF THE SUBJECTS

In order to conduct this study, a carefully designed research initiative will be undertaken. This study focuses on a cohort of 700 Coaches and Physical Education Teachers who will actively engaged in Schools and Academies. Who will be further divided into four different groups, that is, 175 private physical education teachers, 175 government physical education teachers, 175 private academy sports coaches, and 175 government academy sports coaches from central India. The selection process for these participants will be purposive, ensuring that a diverse and representative group of individuals will be included in the research.

SELECTION OF THE VARIABLES

1. **Happiness**
   Oxford Happiness Questionnaire

2. **Occupational Stress**
   The Workplace Stress Scale

3. **Job Satisfaction**
   Job Satisfaction Survey

4. **Social Adjustment**
   Work and Social Adjustment Scale (WSAS)

5. **Social intelligence**
   The Tromsø Social Intelligence Scale

CRITERIA OF THE MEASURE

The selected variables will be tested by using the following standardized tests items and they were presented in Table-1.

Table No. 1

Criterion Measures Variables	**Author and Year**	**Scale**
Happiness	Hills, P., & Argyle, M. (2002).	Oxford Happiness Questionnaire
Occupational Stress	The Marlin Company, and the American Institute of Stress (2001)	The Workplace Stress Scale
Job Satisfaction	Bellingham, R. (2004).	Job Satisfaction Survey
Social Adjustment	Mundt, J. C., I. M. Marks, et al. (2002).	Work and Social Adjustment Scale (WSAS)
Social Intelligence	Silvera, D., Martinussen, M. and Dahl, T.I. (2001)	The Tromsø Social Intelligence Scale

RELIABILITY OF EQUIPMENT

In the present study, standard equipment which will be used to assess the dependent variables are measured with the standard questionnaires.

Scale	**Reliability Score**
Oxford Happiness Questionnaire	OHQ demonstrated high scale reliabilities with value α (168) =0.91 respectively. Hills, P., & Argyle, M. (2002).
The Workplace Stress Scale	WSS has a Cronbach's alpha reliability coefficient of 0.80. The Marlin Company, and the American Institute of Stress (2001)
Job Satisfaction Survey	Cronbach's alpha measure of Test-retest correlation was 0.84. Bellingham, R. (2004)

Work and Social Adjustment Scale (WSAS)	Cronbach's alpha measure of internal scale consistency ranged from 0.70 to 0.94. Test-retest correlation was 0.73. Mundt, J. C., I. M. Marks, et al. (2002).
Social Intelligence Scale	Internal consistency coefficients for the three facets of Social Skills, Social Awareness and Social Information Processing as .85, .72 and .79 respectively. Silvera and Marinussen (2001)

ADMINISTRATION OF THE TEST

A. PSYCHOLOGICAL TESTS

1. Oxford Happiness Questionnaire

The administration of the Oxford Happiness Questionnaire involves a self-assessment process where participants are asked to respond to 29 statements about their happiness. Each statement is rated on a 6-point Likert scale, ranging from 1 (strongly disagree) to 6 (strongly agree). Participants should carefully read each statement and quickly respond with their first instinct, as there are no right or wrong answers. Some items are phrased positively, while others are negatively framed and require reverse scoring. The reverse scoring involves converting the ratings for specific items before calculating the overall happiness score. After completing the questionnaire, the scores for all 29 items are summed, and the total is divided by 29 to obtain an average happiness score. This score provides an indication of the participant's overall happiness level.

2. The Workplace Stress Scale

The Workplace Stress Scale is designed to assess the level of stress individuals experience in their current job. Participants are instructed to reflect on their job and indicate how often each statement on the scale describes their feelings. They respond using a scale ranging from "Never" to "Always." After completing the scale, participants add up the numbers

corresponding to their responses, resulting in a total score between 8 and 40. This score indicates their level of workplace stress: a score of 15 or lower suggests that they are relatively calm, while scores from 16 to 20 indicate fairly low stress. Scores between 21 and 25 reflect moderate stress, while scores from 26 to 30 suggest severe stress. Scores between 31 and 40 indicate a potentially dangerous level of stress. Participants are encouraged to interpret their scores using this framework, and those with higher stress levels may benefit from further assessment, stress management techniques, or professional assistance. Confidentiality is emphasized, ensuring that participants' responses are kept private and used solely for the purpose of stress evaluation.

3. Job Satisfaction Survey

The survey created by Richard Bellingham in 2004 is a job satisfaction assessment tool designed to align human and organizational capabilities with corporate mission, vision, and values. The survey consists of 30 items, each of which presents a dichotomous question with two response options: "Yes" or "No." Participants are instructed to respond to each statement based on their personal experiences and perceptions at work.

For each statement that the participant answers "Yes," they are awarded two points. At the end of the survey, the total score is calculated, and this score is used to evaluate the participant's level of job satisfaction. The scoring scale is as follows: a total of 50-60 points indicates a "Great Job," 40-49 points indicates a "Good Job," 30-39 points indicates an "OK Job," 20-29 points suggests a "Bad Job," and 1-19 points indicates a "Depressing Job."

This survey aims to provide a straightforward and effective way to gauge an individual's satisfaction with their job by considering various aspects of their work environment, relationships with colleagues and supervisors, opportunities for growth, and alignment with organizational goals.

4. Work and Social Adjustment Scale (WSAS)

The Work and Social Adjustment Scale (WSAS) is a concise, self-report tool designed to evaluate how a person’s mental health difficulties impact their daily functioning. The scale comprises five items, each addressing a specific domain: work, home management, social leisure activities, private leisure activities, and personal or family relationships. When

administering the WSAS, it's important to explain to the respondent that the purpose of the scale is to assess the extent to which their mental health affects their ability to perform various activities. Each item is rated on a 9-point scale, from 0 (No impairment) to 8 (Severe impairment), with the respondent selecting the number that best represents the level of impairment they experience.

Once the respondent completes the scale, their scores are summed to produce a total score, ranging from 0 to 40. This score is interpreted to gauge the severity of impairment: a score above 20 suggests moderately severe or worse psychopathology, scores between 10 and 20 indicate significant functional impairment with less severe symptoms, and scores below 10 are typically associated with subclinical populations. The WSAS is particularly valuable as an outcome measure, as it correlates with the severity of depression and certain anxiety symptoms. Reviewing the results with the respondent can be useful in guiding further assessment or intervention planning, and the scale can be administered periodically to monitor changes in functioning over time.

5. Social Intelligence Scale

The Tromso Social Intelligence Scale (TSIS) is a 21-item self-assessment tool designed to measure social intelligence across three key factors: Social Skills, Social Awareness, and Social Information Processing. Each item on the TSIS is a statement that participants rate on a 7-point Likert scale, ranging from 1 (describes me extremely poorly) to 7 (describes me extremely well). The three factors are assessed through specific items: Social Skills (items 4, 7, 10, 12, 15, 18, 20), Social Awareness (items 2, 5, 8, 11, 13, 16, 21), and Social Information Processing (items 1, 3, 6, 9, 14, 17, 19).

To ensure accurate scoring, it is important to note that ten of the items (2, 4, 5, 8, 11, 12, 13, 15, 16, and 21) are negatively worded and require reverse scoring. This is done by subtracting the participant's original score from 8 (for example, if a participant scores a 3 on a negatively worded item, the reverse score would be 5). After reverse scoring the necessary items, the scores for each factor are summed and then divided by the number of items in that factor to produce a factor score. A higher score indicates a stronger belief in one's abilities within that specific area of social intelligence.

The administration of the TSIS should be conducted in a quiet, comfortable setting to facilitate focused and honest responses. The test typically takes about 10-15 minutes to complete. Participants should be given clear instructions on how to complete the scale and informed about the reverse scoring for negatively worded items if they are scoring themselves. Emphasizing the importance of self-reflection and honesty in their responses will help ensure the accuracy and reliability of the results.

RESEARCH DESIGN

Seven Hundred (N=700) private and government physical education teachers and coaches from central India will be purposively selected.

The selected subjects will be randomly assigned into four equal groups (n=175) namely, Group-I acted as Private PET, Group-II as Government PET, Group-III as Private Coaches and Group- IV as Government Coaches.

STATISTICAL PROCEDURE

The analysis of the obtained data will encompass two essential components: Descriptive Statistics and Inferential Statistics.

Descriptive Statistics

Descriptive statistics will play a pivotal role in providing an initial understanding of the dataset. Within this phase of analysis, key measures such as the mean and standard deviation will be employed.

Inferential Statistics

To explore and establish any significant differences in selected psychological and sociological variables between private and government physical education teachers and coaches, the researchers will employ One Way Analysis of Variance (ANOVA) for a comprehensive assessment of whether the variations observed in the psychological and sociological variables are merely due to random chance or if they are statistically significant.

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